

4-7-2011

Faculty Senate Monthly Packet April 2011

Portland State University Faculty Senate

Let us know how access to this document benefits you.

Follow this and additional works at: <http://pdxscholar.library.pdx.edu/senateminutes>

Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet April 2011" (2011). *Faculty Senate Monthly Packets*. Paper 133.

<http://pdxscholar.library.pdx.edu/senateminutes/133>

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. For more information, please contact pdxscholar@pdx.edu.

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **April 4, 2011**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the March 7, 2011, Meeting
- C. Announcements and Communications from the Floor
Discussion Item
- D. Unfinished Business
- E. New Business
 - *1. Curricular Consent Agenda
 - *2. Proposed Resolution of the Faculty Senate
 - *3. EPC Recommendation to Approve Department of Indigenous Nations Studies - Johnson
 - *4. EPC Recommendation to Approve Prefix for Library - Johnson
 - *5. EPC Recommendation to Approve Center for Integrated Multi-Scale Modeling - Johnson
 - *6. Proposal for the Minor in Medieval Studies
- F. Question Period
 - 1. Questions for the Administration
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
 - President's Report 16:00
 - Provost's Report
 - Vice President for Strategic Partnerships
 - *1. Annual Report of the Academic Advising Council - Fortmiller
 - *2. Annual Report of the Institutional Assessment Council – Carpenter
- H. Adjournment

***The following documents are included with this mailing:**

- B Minutes of the February 7, 2011 Meeting and attachments (B-1, B-2)
- E-1 Curricular Consent Agenda Items
- E-2 Proposed Resolution of the Faculty Senate
- E-3 Department of Indigenous Nations Studies Proposal
- E-4 Prefix for Library Proposal
- E-5 Center for Integrated Multi-Scale Modeling
- E-6 Minor in Medieval Studies
- G-1 Annual Report of the Academic Advising Council
- G-2 Annual Report of the Institutional Assessment Council

*** 2010-11 PSU FACULTY SENATE ROSTER ***

****2010-11 STEERING COMMITTEE ****

Presiding Office: Maude Hines
 Presiding Officer Elect: Gwen Shusterman
 Secretary: Sarah Andrews-Collier
 Steering Committee (4): Rob Daasch and Tom Lockett (2011), Dan Fortmiller and Mark Jones (2012),
Ex officio (Comm on Comm) *Alan MacCormack*

****2010-11 FACULTY SENATE (47 103)****

All Others (24 21)

Hagge, Time	CAPS	2011
Ingersoll, Rebecca	UASC	2011
Pierce, Robyn	FAC	2011
Turner, April	OAA	2011
*Siegler, Doug (Webb)	OSA	2011
Welnick, Jennifer	SALP	2011
_____(Wendler)		2011
Trifiletti, Melissa	ADM	2011
Barham, Mary Ann	UASC	2011
†Baccar, Cynthia	ADM	2012
Fortmiller, Daniel	CARC	2012
Hatfield, Lisa	DDPS	2012
Ketcheson, Kathi	OIRP	2012
_____(Kwong)		2012
McBride, Leslie	CAE	2012
Vance, Mary	CARC	2012
*Tarabocchia, JR (Thompson)	DOS	2012
*Flores, Greg (Ostlund)	CARC	2013
Harmon, Steven	OAA	2013
Jagodnik, Joan	ARR	2013
_____(Nixon)		2013
Ryder, Bill	ADM	2013
Sanchez, Rebecca	SBA	2013

Business Administration (6 4)

Cabelly, Alan	SBA	2011
_____(Rogers)	SBA	2011
_____(Mathwick)	SBA	2012
Raffo, David	SBA	2012
Brown, Darrell	SBA	2013
Johnson, Raymond	SBA	2013

Education (6)

*Reynolds, Candyce (McKeown)	EPFA	2011
Munson, Leslie	ED	2011
Caskey, Micki	ED	2012
Smith, Michael	ED	2012
*Rigelman, Nicole (Mukhopadhyay)	ED	2012
Burk, Pat		2013

Engineering & Computer Science (40 9)

Kohles, Sean	ME	2011
Sheard, Timothy	CMPS	2011
Pejcinovic, Branimir	ECE	2011
*Karavanic, Karen (Sailor)	CMPS	2011
Brown, Cynthia	CS	2012
Daasch, W Robert	ECE	2012
_____(Zurk)		2012
Feng, Wu-Chang	CMPS	2013
Jones, Mark	CMPS	2013
†Maier, David	CMPS	2013

Extended Studies (2)

Griffith, Molly	XS	2011
†Sterling, Sarah	XS PDC	2012

Fine and Performing Arts (6 5)

†Gray, Charles	MUS	2011
Hansen, Bradley	MUS	2011
_____(Leite)		2012
Glaze, Debra	MUS	2012
Berrettini, Mark	TA	2013
Taylor, Sue	ART	2013

Library (2)

*Bowman, Michael (Howard)	LIB	2011
†Paschild, Christine	LIB	2012

Liberal Arts and Sciences (40 38)

Carter, Duncan	ENG	2011
*_____(Wamser)		2011
Ediger, Joseph	MTH	2011
*Fischer, William (Ceppi)	FLL	2011
George, Linda	ESR	2011
Hines, Maude	ENG	2011
Lockett, Thomas	HST	2011
Murphy, Michael	BIO	2011
*Preston, Serge (L, Mercer)	MTH	2011
Rueter, John	ESR	2011
Sanchez, Fernando	FLL	2011
Seppalainen, Tom	PHIL	2011
Shusterman, Gwendolyn	CHEM	2011
Wadley, Stephen	FLL	2011
Arante, Jacqueline	ENG	2012
†Brower, Barbara	GEOG	2012
†Burns, Scott	GEOL	2012
Butler, Virginia	ANTH	2012
Cummings, Michael	GEOL	2012
Danielson, Susan	ENG	2012
_____(Gamburd)		2012
Jacob, Greg	ENG	2012
Latiolais, Paul	MTH	2012
O'Halloran, Joyce	MTH	2012
†Schechter, Patricia	HST	2012
_____(Balshem)		2012
Wetzel, Patricia	FLL	2012
Agorsah, Kofi	BST	2013
Beyler, Richard	HST	2013
Elzanowski, Marek	MTH	2013
Farr, Grant	SOC	2013
Greco, Gina	FLL	2013
Kapoor, Priya	COMM	2013
†Kominz, Laurence	FLL	2013
Lang, William	HST	2013
Marrongelle, Karen	MTH	2013
Medovoi, Leerom	ENG	2013
Ott, John	HST	2013
Palmiter, Jeanette	MTH	2013
Weasel, Lisa	BIO	2013

Other Instructional (5)

†MacCormack, Alan	UNST	2011
Trimble, Anmarie	UNST	2012
Flower, Michael	HON	2013

Social Work (7 3)

Keller, Thomas	SSW	2011
_____(Nissen)		2011
Taylor, Michael	CFS	2011
Curry, Ann	SSW	2012
_____(Miller)		2012
_____(Nash)		2012
_____(McBeath)		2013

Urban and Public Affairs (9 6)

Kinsella, David	PS	2011
Neal, Margaret	IOA	2011
Gibson, Karen	USP	2011
Carder, Paula	IOA	2012
†Henning, Kris	JUST	2012
_____(Strathman)		2012
Dill, Jennifer	USP	2013
_____(Shandas)		2013
_____		2013

*Interim appointments

†Member of Committee on Committees

DATE: 3/16/11

10-11 NEW SENATORS *In Italics*

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, March 7, 2011

Presiding Officer: Gwen Shusterman

Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Arante, Baccar, Barham, Berrettini, Beyler, Bowman, Brower, C. Brown, D. Brown, Burk, Burns, Butler, Carder, Carter, Caskey, Chaille, Cummings, Curry, Daasch, Dill, Ediger, Elzanowski, Feng, Fischer, Flower, Fortmiller, George, Gray, Greco, Griffith, Hagge, B.Hansen, Harmon, Hatfield, Henning, Hines, Jacob, Johnson, Jones, Karavanic, Ketcheson, Kinsella, Kohles, Lang, Latiolais, Livneh, Luckett, MacCormack, Maier, Marrongelle, McBride, Medovoi, L. Mercer, Miller, Murphy, O'Halloran, Oswald, Ott, Palmiter, Parnell, Paschild, Pejcinovic, Reynolds, Rueter, Ryder, F. Sanchez, R. Sanchez, Schechter, Seppalainen, Sheard, Shusterman, Smith, Sterling, Tarabocchia, M. Taylor, S. Taylor, Trifiletti, Trimble, Turner, Vance, Wadley, Weasel, Webb, Wetzel.

Alternates Present: Seitzman for Ingersoll.

Members Absent: Cabelly, Clark, Danielson, Farr, Gibson, Glaze, Jagodnik, Keller, Kominz, Munson, Neal, Pierce, Raffo, Welnick.

Ex-officio Members

Present: Andrews-Collier, Aylmer, Balzer, Bleiler, Burgess, Hickey, Knight, Koch, Mack, Ostlund, Rose, Sestak, Su, Wallack, Wetzel.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE FEBRUARY 7, 2011, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved with the following corrections: Griffith was present. Curry is not deleted from the rolls of the Senate.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

SHUSTERMAN noted she is presiding as HINES is making her way from the airport after an out of town meeting.

SHUSTERMAN recognized Mary King, AAUP President, and previewed a resolution developed by the Steering Committee and the AAUP Council, which will be placed on the April Senate Agenda. She asked for feedback before the coming Monday, the date of the winter Senate Leadership Retreat. Questions and discussion followed, as to the criteria for selection of comparators.

Discussion Item: Academic Quality and Performance Measures

JONES, for the Ad Hoc Implementation Committee, reminded that this topic is based on input from one of the tables at the January meeting. He presented information on the OUS “Performance Compact” which is a draft proposal as a part of SB 242 (attachment). _____ inquired if of the seven targeted metrics, only one in the current draft includes a discussion of any kind of quality. JONES stated that that is correct. CURRY noted that retention is not a feature of the graduate rates. RUETER noted that the UO faculty leadership has taken the perspective that we acknowledge these, and then control the definition of quality ourselves. SHUSTERMAN noted that President Wiewel has expressed interest in the project of defining quality.

KOCH briefly reviewed the debate on accountability, nationally to locally (attachment). He reminded that it originated with the previous administration in Washington, DC, with regard to the concern for rising costs of education, particularly in contrast to low completion rates, and issues about student learning. The issue is how we, publics in particular, are accountable to both the students and our funders. To stay out in front of a number of federal acts then and now, the two largest organizations, APLU and AASCU founded the voluntary system of accountability (VSA) to create a template for institutions to display information about how much it costs, student success, and institutional excellence. The most controversial part was learning outcomes assessment. Specialized accreditation has also moved to outcomes assessment. KOCH continued, at the state level it has been about 14 years that we have pursued this path. There is a hierarchy from top to bottom, from the proposed Compact to the unit planning level. The quality issue has not been a part of that, and except for one year several years ago, funding has not been linked to performance outcomes. Regarding measures of quality, there aren’t any good ones because we haven’t done that work. However, there is a proposal to add two more metrics, Student Progress and Completion, and Academic Quality, and we will need in future to address them. We need to figure outcome measures that would represent how we are doing as an institution. As suggested above, we are now working on academic quality.

SHUSTERMAN moved the meeting to a committee of the whole for fifteen minutes.

D. UNFINISHED BUSINESS

None

E. NEW BUSINESS

1. Curricular Consent Agenda

D. BROWN/LUCKETT MOVED THE SENATE APPROVE curricular changes as listed in “C-1.”

THE MOTION PASSED by unanimous voice vote.

2. ARC Proposal to Allow Two Concurrent Degrees

BARHAM presented the proposal for Hickey who was called away. She noted that the current policy is historical, but following on UO's lead, the proposal is a recognition that students be allowed with additional work, to pursue two different degrees before graduating while not curtailing financial aid.

DAASCH/HINES MOVED THE SENATE APPROVE the proposal as listed in "E-2."

_____ spoke against the proposal if it requires 36 additional credits.

THE QUESTION WAS CALLED.

THE MOTION TO APPROVED THE PROPOSAL PASSED by unanimous voice vote.

F. QUESTION PERIOD

None.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President's Report

None. The president was out of town.

Provost's Report

KOCH noted that Social Work has received a \$200,000 gift. He noted the search has concluded for the Assoc. VP for Development and Katherine Ferris, from UCSC was appointed, effective 1 March.

KOCH discussed the issue of new ranks for fixed term faculty, which has been a working group item between the university and the AAUP for some time. He noted that our work has been pre-empted by a proposal that has reached the Provosts' Council for a revised OAR. There will be a new set of ranks in the general category of Lecturer and the clinical ranks. The proposal is being reviewed at the campuses and will have a reading at the Provosts' meeting of 28 April.

KOCH noted that Dean Kaiser is stepping down at the end of the current week, and Dick Knight, past interim Vice President and interim Dean, will serve as Interim Dean of Arts and Sciences, until the search is concluded.

1. Semi-Annual Report of the Faculty Development Committee

BLEILER presented the report.

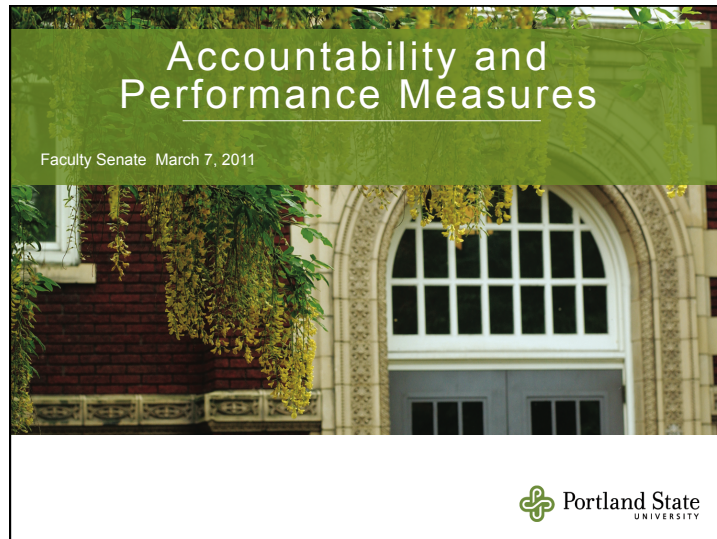
The Presiding Officer accepted the report for the Senate.

2. Report of the Interinstitutional Faculty Senate Meeting of 4/5 March at PSU

ANDREWS-COLLIER reported for Rueter, who was called away. She urged Senators to read Rueter's minutes at <http://pages.uoregon.edu/ifs/ifs.html>. She also took a straw poll of the assembly regarding their approval of the OSBHE board's endorsement of SB 742, and the vote was almost unanimously in favor.

H. ADJOURNMENT

The meeting was adjourned at 4:40 p.m.



Portland State UNIVERSITY

Accountability and Performance Measures

- Performance measures follow from a desire for **accountability**
- Accountability is driven by a national “movement” addressing
 - Cost of attendance – rising cost and transparency
 - Concern about low completion rates
 - Concern about student learning
- Activities and developments at national level
 - Spellings Commission and subsequent actions by the Obama administration for increased accountability and disclosure
 - Higher Education Opportunity Act/Student Right to Know Act
 - Voluntary System of Accountability (VSA) – response to these issues
 - Specialized accreditation – almost uniformly outcome based

Portland State UNIVERSITY

Accountability and Performance Measures

- Activities at the regional level – regional accreditation
 - Driven by the national debate
 - Focus on several issues
 - Mission fulfillment
 - Resources and capacity
 - Education Effectiveness (learning outcomes and assessment)
- Activities and developments at state level
 - Historic use of performance measures by OUS
 - Primarily input and output based
 - Element of the presidential evaluations
 - Proposed “OUS Compact with the State”
 - Prospective Compact between OUS and Campuses

Portland State UNIVERSITY

Accountability and Performance Measures


- Activities at the Campus level
 - Institutional planning – identifying themes
 - Development of campus-wide UG learning outcomes
 - Assessment activities related to learning outcomes
 - Unit planning



OUS compact with the State

Specific Performance measures (mostly inputs and outputs)


- Access and Participation
- Educated Citizenry
- Workforce Development
- Access and Affordability
- Graduate Employment Success
- Efficient Fiscal Stewardship
- Knowledge Creation and Innovation Enhancement



OUS compact with the Campuses

Performance measures under consideration

- Access and Participation
- Educated Citizenry
- Workforce Development
- Access and Affordability
- Graduate Employment Success
- Efficient Fiscal Stewardship
- Knowledge Creation and Innovation Enhancement
- Student Progress and Completion
- Academic Quality



Issues that will need to be addressed

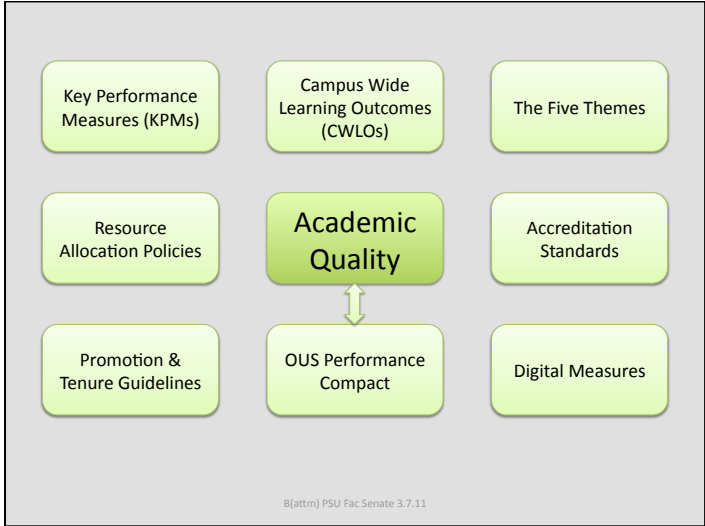
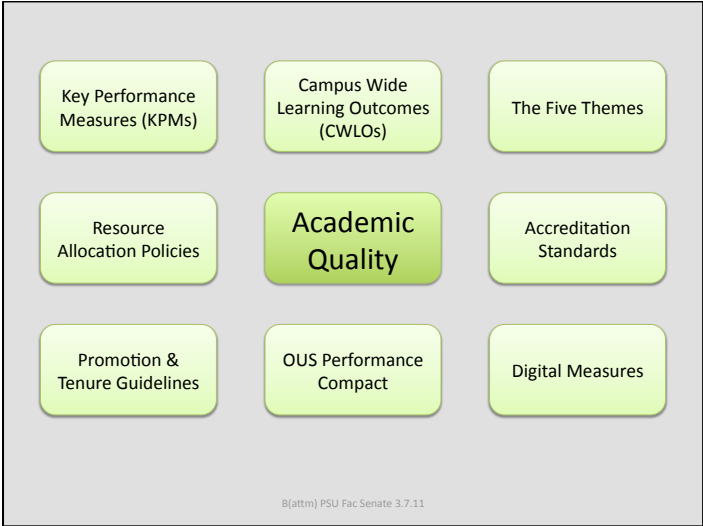
- Compact with the campuses has outcome measures
- Definition and assessment process for academic quality

Potential uses of the performance measures

- Presidential review and evaluation
- Funding allocation

Next steps

- Faculty participation in developing and responding to campus compact with OUS
- Campus discussion on how to address Academic Quality



76th OREGON LEGISLATIVE ASSEMBLY--2011 Regular Session

Senate Bill 242

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with pre-session filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Senate Interim Committee on Education and General Government for Higher Education Workgroup)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Creates Higher Education Coordinating Commission. Grants commission authority to coordinate higher education policy with Oregon University System and community colleges. Abolishes Oregon Student Assistance Commission and transfers functions to Higher Education Coordinating Commission. Renames Office of Degree Authorization Account to Degree Authorization Account.

Redefines Oregon University System as public university system with more authority and independence to manage affairs, operations and obligations. Creates process for State Board of Higher Education to enter into performance compact with state in conjunction with biennial funding request. Eliminates requirement to seek expenditure limitation to spend other available moneys, including enrollment fees collected from students. Revises current process for setting enrollment fees by requiring student and student government participation, subject to limits set by Higher Education Coordinating Commission. Exempts Oregon University System from certain laws relating to state agencies.

Grants State Board of Higher Education power of eminent domain. Grants board authority to purchase insurance, after reporting to Legislative Assembly. Authorizes board to offer fee remissions to students. Increases membership of board. Authorizes board to purchase property and construct facilities without seeking legislative approval if purchase or construction is to be completed without appropriating General Fund moneys or using general obligation bonds. Credits all interest earned in Oregon University System Fund to Oregon University System.

Becomes operative January 1, 2012.

Declares emergency, effective on passage.

B(attach) PSU Fac Senate 3.7.11

76th OREGON LEGISLATIVE ASSEMBLY--2011 Regular Session

Senate Bill 242

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with pre-session filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Senate Interim Committee on Education and General Government for Higher Education Workgroup)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Creates Higher Education Coordinating Commission. Grants commission authority to coordinate higher education policy with Oregon University System and community colleges. Abolishes Oregon Student Assistance Commission and transfers functions to Higher Education Coordinating Commission. Renames Office of Degree Authorization Account to Degree Authorization Account.

Redefines Oregon University System as public university system with more authority and independence to manage affairs, operations and obligations. **Creates process for State Board of Higher Education to enter into performance compact with state in conjunction with biennial funding request.** Eliminates requirement to seek expenditure limitation to spend other available moneys, including enrollment fees collected from students. Revises current process for setting enrollment fees by requiring student and student government participation, subject to limits set by Higher Education Coordinating Commission. Exempts Oregon University System from certain laws relating to state agencies.

Grants State Board of Higher Education power of eminent domain. Grants board authority to purchase insurance, after reporting to Legislative Assembly. Authorizes board to offer fee remissions to students. Increases membership of board. Authorizes board to purchase property and construct facilities without seeking legislative approval if purchase or construction is to be completed without appropriating General Fund moneys or using general obligation bonds. Credits all interest earned in Oregon University System Fund to Oregon University System.

Becomes operative January 1, 2012.


Declares emergency, effective on passage.

B(attach) PSU Fac Senate 3.7.11

Senate Bill 242

“Creates process for State Board of Higher Education to enter into performance compact with state in conjunction with biennial funding request.”

B(attach) PSU Fac Senate 3.7.11

	<p style="text-align: right;">DRAFT For Discussion</p> <p> Governance and Policy Committee OUS Performance Compact with the State</p> <p>Proposal for a structural change to its relationship with the state is dependent on a performance compact under which the State Board of Higher Education will offer targeted metrics to the state to assure performance of its management responsibilities and the achievement of Oregon's goals for higher education.</p> <p>The OUS Board has outlined four principles under which it expects to manage the state system:</p> <ol style="list-style-type: none"> 1. Increase the education level of Oregon's adults; 2. Provide high quality education; 3. Provide research for an innovative and successful Oregon; and 4. Contribute to the civic and economic success of communities throughout Oregon. <p>A concise set of key metrics is proposed here to establish targets for OUS performance based on seven high-level objectives which align with statewide and Board long range goals. These biennial commitments will drive the establishment of compacts between the Board and member institutions, with institutional targets developed to fulfill the compact with the state consistent with campus missions.</p> <p>The compact with the state will comprise seven targeted metrics:</p> <ol style="list-style-type: none"> 1) Access and Participation will be measured through total headcount enrollment and enrollment of resident undergraduates. 2) Educated Citizenry will be measured through degrees awarded at the bachelor's level and the advanced degree level. 3) Workforce Enhancement will be measured through degrees awarded in STEM, ETIC, and Health disciplines. 4) Access and Affordability will be measured through the amount of institutional support for resident undergraduates with unmet financial need. 5) Graduate Employment Success will be measured through the percentage of degree recipients who are actively but unsuccessfully seeking work. 6) Efficient Fiscal Stewardship will be measured through Education and Related (E&R) expenditures per enrollment and degree as a percentage of the national average. 7) Knowledge Creation and Innovation Enhancement will be measured through total sponsored grant and contract expenditures. <p>http://www.ous.edu/state_board/committees/governance</p> <p style="text-align: right;">Governance & Policy Committee (1111) PSU Fac Senate 3.7.11 January 20, 2011 Page 2</p>	
--	--	--

Goals For This Presentation

- Share information about the DRAFT proposals
- Solicit input for a white paper from the PSU Faculty Senate as a contribution to the discussion

B(attach) PSU Fac Senate 3.7.11

The OUS Board has outlined four principles under which it expects to manage the state System:

1. Increase the education level of Oregon's adults;
2. Provide high quality education;
3. Provide research for an innovative and successful Oregon; and
4. Contribute to the civic and economic success of communities throughout Oregon.

B(attach) PSU Fac Senate 3.7.11

Seven Targeted Metrics

1. Access and Participation
 - measured through total headcount enrollment and enrollment of resident undergraduates

B(attm) PSU Fac Senate 3.7.11

Seven Targeted Metrics

1. Access and Participation
2. Educated Citizenry
 - measured through degrees awarded at the bachelor's level and the advanced degree level

B(attm) PSU Fac Senate 3.7.11

Seven Targeted Metrics

1. Access and Participation
2. Educated Citizenry
3. Workforce Enhancement
 - measured through degrees awarded in STEM, ETIC, and Health disciplines

B(attm) PSU Fac Senate 3.7.11

Seven Targeted Metrics

1. Access and Participation
2. Educated Citizenry
3. Workforce Enhancement
4. Access and Affordability
 - measured through the amount of institutional support for resident undergraduates with unmet financial need

B(attm) PSU Fac Senate 3.7.11

Seven Targeted Metrics

1. Access and Participation
2. Educated Citizenry
3. Workforce Enhancement
4. Access and Affordability
5. Graduate Employment Success
 - measured through the percentage of degree recipients who are actively but unsuccessfully seeking work

B(attach) PSU Fac Senate 3.7.11

Seven Targeted Metrics

1. Access and Participation
2. Educated Citizenry
3. Workforce Enhancement
4. Access and Affordability
5. Graduate Employment Success
6. Efficient Fiscal Stewardship
 - measured through Education and Related (E&R) expenditures per enrollment and degree as a percentage of the national average

B(attach) PSU Fac Senate 3.7.11

Seven Targeted Metrics

1. Access and Participation
2. Educated Citizenry
3. Workforce Enhancement
4. Access and Affordability
5. Graduate Employment Success
6. Efficient Fiscal Stewardship
7. Knowledge Creation and Innovation Enhancement
 - measured through total sponsored grant and contract expenditures

Senate 3.7.11

Seven Targeted Metrics

1. Access and Participation
2. Educated Citizenry
3. Workforce Enhancement
4. Access and Affordability
5. Graduate Employment Success
6. Efficient Fiscal Stewardship
7. Knowledge Creation and Innovation Enhancement

http://www.ous.edu/state_board/committees/governance

B(attach) PSU Fac Senate 3.7.11

March 14, 2011

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate – **Consent Agenda**

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2010-11 Comprehensive List of Proposals**.

School of Business Administration

Change to Existing Programs

E.1.a.1

- Master of International Management (MIM) – change in existing degree program; revise core requirements.

New Courses

E.1.a.2

- MIM 512 Global Leadership and Ethics, 2 credits
This course provides students with a solid understanding of the concepts linking leadership to global and social systems, international organizational development, and the connection between leadership and systems. Global leadership is studied from three perspectives: the virtual team leading across borders and organizations, ethical and cultural ramifications of leadership, and the ethical traits of global leaders and followership.

E.1.a.3

- MIM 514 Global Managerial and Cost Accounting, 2 credits
Covers global managerial and cost accounting issues. Focuses on the use of accounting information within the multinational firm. Also considers financial models used in analyzing the economic viability of new products and services. Students will be exposed to activity based costing, standards and variance analysis, and inventory valuation.

E.1.a.4

- MIM 535 Global Market Research and Innovation, 3 credits
Students develop global market research techniques by studying the planning, data collection, analysis, and reporting of issues related to new product and market introduction. Covers the identification of new global product opportunities, rapid innovation procedures, management of the development process, and aligning with an e-market strategy.

E.1.a.5

- **MIM 541 Global Social Innovation and Entrepreneurship, 4 credits**
An introductory course applying the concepts of social entrepreneurship and social enterprise as a for-profit or a not-for-profit business model. Examines a range of ownership and market orientations and the role of stakeholder engagement. Students will examine social intrapreneurships within established companies and conduct real world research projects with social entrepreneurs. Working with a client company, they will investigate a pressing business problem and provide recommendations; alternatively students will develop a mini business plan for a new social venture and acquire techniques and roadmaps for identifying, analyzing and developing opportunities for market-based solutions to social problems.

E.1.a.6

- **RE 521 Real Estate Finance I, 4 credits**
Introduces business finance within the context of commercial real estate. Concepts and techniques will include financial statements, analysis, and forecasting; present value and discounted cash flow analysis, an introduction to real estate valuation measurements; and analysis of performance risk versus return. Students also receive an overview of the legal definitions of real estate terminology, including title, contract, regulation, and financing issues, and case studies in real estate development. Expected preparation: Ec 201 and Ec 202.

E.1.a.7

- **RE 522 Real Estate Finance II, 4 credits**
Application of finance and economic principles to analysis of real estate finance and investments. Emphasis on the development of problem solving capabilities through the use of computer application programs. Special attention given to risk analysis, alternative mortgage instruments, hedging techniques, and the tax effects of real estate investment. Prerequisites: RE 521.

E.1.a.8

- **RE 531 Executive Perspectives on Real Estate, 1 credit**
A series of presentations by local and regional leaders in the real estate industry highlighting issues in the development of their business and career opportunities in the real estate industry. Prerequisites: admission to the Master of Real Estate Development program.

E.1.a.9

- **RE 548 Real Estate Market Analysis, 3 credits**
A well-researched market study provides critical information that can make or break a development project. This course will provide students with the tools needed to evaluate trends and understand the key factors affecting real estate markets. The class will demonstrate where to get and analyze information on the demand for multifamily, hotel, office, industrial, and mixed-use developments. Expected preparation: RE 521 or USP 515.

E.1.a.10

- **RE 562 Real Estate Development Workshop, 4 credits**
Students form a real estate development team and produce an original development plan, including the development concept, the market analysis, the conceptual design, economic analysis capital and operations budget, and management plan. The student's plan will demonstrate mastery of the development concepts and tools learned through the previous courses. Prerequisites: USP 546 or instructor's consent. Course may be taken twice for credit with instructor's consent.

E.1.a.11

- RE 573 Housing Economics, 4 credits
Looks at the economics of real estate and housing, including land rent, interest rates, apartment rents, and housing prices, using an economic framework. Basic concepts in urban economics such as land rents, externalities, and public goods are reviewed. Explores the technique most commonly used in real estate and housing economics: hedonic pricing. Explores the rationale and impact of government intervention in the private real estate market. Same course as USP 573, can be taken only once for credit. Expected preparation: USP 515 or Fin 521.

Change to Existing Courses

E.1.a.12

- MIM 510 Age of Pacific Seminar Series, 2 credits – change course number to 507, change to 1 credit

E.1.a.13

- MIM 519 International Law and Ethics, 4 credits – drop course

E.1.a.14

- MIM 529 Advanced Cross-Cultural Communications III, 1 credit – drop course

E.1.a.15

- MIM 535 Global Market Research, 4 credits – drop course

E.1.a.16

- MIM 541 Cross-Sector Partnerships for Sustainable Enterprises, 4 credits – drop course

E.1.a.17

- MIM 568 Managing Information Technology Globally, 4 credits – change course description, change to 2 credits

College of Urban and Public Affairs

New Courses

E.1.a.18

- PA 541 Social Entrepreneurship, 3 credits
Provides students with core theories and concepts of social entrepreneurship, and contemporary approaches to entrepreneurship for the public and nonprofit sector. Analyzes successful cases of social entrepreneurship and develops competencies to create organizations that generate revenues while serving a social mission. Students learn about setting up and managing social entrepreneurial ventures, focusing on the resources, impact and support structures for social entrepreneurs. Students are given the opportunity to develop their own social entrepreneurial design.

E.1.a.19

- PA 570 Environmental and Natural Resource Leadership, 3 credits
Skills, styles and attributes of those who lead natural resource and environmental organizations are examined to enhance the leadership abilities of those in the class. Each class member will analyze presentations by current leaders, prepare a leadership prescription for an organization with which they are familiar, and design a leadership learning program. Intended for all those concerned with leadership in natural resource and environmental organizations, regardless of background. Considerable time will be devoted to exchange of information among those in the class.

E.1.a.20

- PAH 542 Marketing in Health Service Organizations, 3 credits
Provides students with concrete tools and knowledge about marketing concepts and processes in health services and develops competencies for application of marketing principles for a range of health services organizations. Concepts of messaging are also addressed as a component of the marketing strategy.

E.1.a.21

- PHE 562 Global Aging, 3 credits
The rapid, unprecedented aging of the world's populations is resulting in myriad changes that will affect societies, cultures, economies, families, and individuals and their daily lives. Students will learn about broad global trends related to the aging of the world as well as aging in particular countries and regions.

E.1.a.22

- PHE 563 Service Learning in Nicaragua: Enhancing Communities for an Aging Society, 3 credits
Rapid aging of Nicaragua's population will cause changes affecting individuals, families, communities, culture and economies. Students will attend class at PSU and travel to Nicaragua to learn about living conditions and support structures in place for older Nicaraguans and participate in service-learning projects to improve the lives of Nicaraguan elders. Prerequisites: PHE 562 (co-enrollment in PHE 562 and PHE 563 is allowed).

E.1.a.23

- USP 518 Energy and Society, 3 credits
Consideration of the role of energy in human society, including energy and social change, energy and urban form, technologies of energy supply and demand, social institutions governing access to energy, and cultures of consumption. Current social issues involving energy efficiency, renewable energy technologies and climate change are stressed.

Change to Existing Courses

E.1.a.24

- PA 512 Case Analysis, 3 credits – change to 6 credits

**Portland State University Faculty Senate
Proposed Resolution
March 7, 2011**

A Holistic Approach to Strategic Institutional Development

Whereas the Portland State University administration is pursuing both enrollment as a fiscal strategy and research as a fiscal strategy;

Whereas the Long Term Fiscal Strategies Committee Report calls for Portland State University faculty to bring in \$100 million annually in research funding by 2017;

Whereas tenure-track faculty contracts increasingly include explicit expectations for funded research and publication on par with those of more established research institutions while salaries and teaching loads remain comparable with institutions focused more exclusively on teaching;

Whereas an increasing proportion of Portland State faculty are fixed-term and adjunct faculty, with little job security, few promotional opportunities, high teaching loads and increasing pressure to teach a large number of students on-line;

Whereas administrative and service requirements of faculty continue to grow, most recently with initiatives for mandatory advising, more sophisticated assessment and expanded community partnerships;

Whereas Portland State University faculty wish to provide an excellent educational experience for PSU students, contribute as scholars to the best of our abilities, and meet our responsibilities for self-governance and professional service;

Whereas Portland State University faculty are also members of families and communities that require our full participation;

Be it, therefore, resolved:

The Faculty Senate of Portland State University requests the Portland State University Administration to:

- 1) adopt a holistic approach with which to identify a group of universities that Portland State University should emulate. The Portland State University Faculty Senate seeks comparators that accomplish the combined research, teaching and service expectations to which Portland State aspires;
- 2) work with the PSU Faculty Senate to create a 5 to 8 year plan to bring our faculty size; ratio of tenured, fixed term and adjunct assignments; faculty salaries; faculty course loads; faculty job security and institutional supports in line with those of the comparators identified; and
- 3) come to the Portland State University Faculty Senate with that report, for approval and adoption in April 2012.

Date: March 8, 2011

To: Faculty Senate

From: Ray Johnson, EPC Chair

A handwritten signature in black ink, appearing to read 'Ray Johnson', with a long horizontal flourish extending to the right.

RE: Name Change of Native American Studies to Indigenous Nations Studies

The EPC has reviewed and approved the attached proposal for a name change of Native American Studies to Indigenous Nations Studies.

College of Liberal Arts and Sciences
Dean's Office

Post Office Box 751
Portland, Oregon 97207-0751
491E Neuberger Hall
742 SW Harrison


503-725-3514 tel
503-725-3639 fax
www.clas.pdx.edu

DATE: February 14, 2011

TO: Roy Koch, Provost

FROM: Marvin Kaiser, Dean, CLAS

RE: Name change of Native American Studies to Indigenous Nations Studies



Please review at your earliest convenience the attached request and rationale for changing the unit name of Native American Studies to Indigenous Nations Studies.

I fully support this request.

College of Liberal Arts and Sciences
History Department | Native American Studies

Post Office Box 751 503 725 3978 tel
Portland, Oregon 97207-0751 503 725 3953 fax
441 Cramer Hall garrison@pdx.edu
www.nas.pdx.edu

February 14, 2011

Dean Marvin Kaiser

College of Liberal Arts and Sciences

Portland State University

RE: Rationale for name change

Dear Marvin Kaiser:

The purpose of this letter is to present the rationale for the unit/program name change from Native American Studies to Indigenous Nations Studies. Excerpts from the Indigenous Nations Studies conceptual framework are presented below:

Two theoretical domains guide the conceptual framework in Indigenous Nations Studies at Portland State University. Combined, **Decolonization** and **Retraditionalization** are the central domains braided together to form a curriculum transformation in Indigenous Nations Studies (INS). INS acknowledges and recognizes tribal people's centuries-long fight to reconstitute Indigenous sovereignty, which includes the right to self-governance and cultural self-representation.

INS at Portland State University is an interdisciplinary program ignited by a social justice thrust and guided by the following four directional pillars: (1) **Western Door**—Culture and Education, Identity Politics, and Community-based Practice; (2) **Northern Door**—Sovereignty, Governance, and Politics; (3) **Eastern Door**—Literature, Language, and Performance, and (4) **Southern Door**—Colonization/Decolonization, Nation-building, and Indigenous Critical Theory. The conceptual framework for these pillars affirms traditional Native teaching philosophies as well as validates Indigenous ways of knowing and research.

These four directions provide wisdom from our elders, is open to new ideas from our youth, seeks to provide connections to environmental justice, and is grounded in our strength and resilience as a people who are here and growing in numbers.

INS prepares students in a range of methodologies, theories, technologies, and teaching approaches that provide a quality undergraduate education. A minor in INS offers education for a variety of career path options such as social and public service, business, law, government, health, and teaching. The program seeks to advance the continuity, interests, and needs of North American Indigenous peoples through teaching, research, and responsive community collaborations and partnerships.

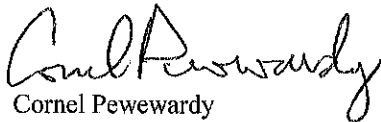
Mission Statement

The mission of Indigenous Nations Studies at Portland State University is to provide the best possible educational experiences for our students through excellence in teaching, research, creative activity, and service to the state, tribes and society.

This unit/program name change was unanimously voted upon per program by-laws in the Indigenous Nations Studies faculty meeting on Friday, November 19, 2010.

Finally, this letter also requests your support for our name change through the College of Liberal Arts and Sciences (CLAS). Please let me know if you have any questions pertaining to this rationale and request. Thank you for your support.

Sincerely,

A handwritten signature in black ink, appearing to read "Cornel Pewewardy". The signature is fluid and cursive, with the first name "Cornel" written in a larger, more prominent script than the last name "Pewewardy".

Cornel Pewewardy

Director and Professor of Indigenous Nations Studies

MEMORANDUM

March 5, 2011

To: Sarah Andrews-Collier, Secretary to the Faculty

Fr: Ray Johnson, Chair, Educational Policies Committee

RE: Proposal for new Library prefix

The EPC approved the attached proposal for a new prefix for the Library.

Proposal to the Educational Policy Committee

New prefix for courses taught through the University Library: LIBR

Background

The Portland State University Library currently offers one course: Basic Library Skills, a 2-credit online course co-taught by Library Faculty members Amy Hofer and Kerry Wu. This course is listed in the catalog as LIB199. Until Fall 2010 it was listed as LIB410/510, when the number was changed in order to make clear that it is an undergraduate-level course. A proposal to approve a permanent course number will go through the Undergraduate Curriculum Committee under separate cover.

Proposal for new prefix

The University Library proposes to become a department offering accredited classes with a unique prefix, LIBR, under the control of the University Librarian. The University Library is already an academic unit, but not associated with a disciplinary program. The proposed prefix is, in this regard, similar to the ones assigned to Graduate Studies or Interdisciplinary Studies.

Creating a new prefix for the University Library would have a small but positive impact on the existing course offering by clarifying its status and provenance. For the future, having a unique prefix would remove a roadblock to the University Library's development of new credit courses.

Justification for change

The current LIB designation does not accurately convey where Basic Library Skills fits into PSU's curriculum. LIB is the prefix for the Graduate School of Education's Library Media master's degree program, a professional course of study that prepares students to work in the K-12 library environment. By contrast, Basic Library Skills is a free-floating undergraduate elective course, not affiliated with the GSE or the school library program.

Basic Library Skills meets a University-wide need for in-depth information literacy instruction. It is popular with undergraduate and post-bac students at all levels across the disciplines who seek an orientation to library resources and research strategies. Students appreciate the opportunity to add two credits to their schedules for a variety of reasons and value the online format of the course.

This for-credit offering is a natural extension of the University Library's Instruction Program, leveraging the extensive teaching skills of our faculty. Offering credit courses through our own department opens up exciting new avenues for developing an information literacy curriculum which might strategically reach students at the point of need. For example, a course on "research in your major" can offer discipline-specific training on information issues to upper-division students. Information literacy courses for particular populations, such as first-year students or athletes, can target specific needs and have been shown to improve retention at other universities. The University Library looks forward to partnering with interested departments and groups on campus in developing such a curriculum.

PSU is ahead of many of its peers in offering for-credit information literacy instruction. This type of activity in the library is regarded highly by accreditors. It reflects the University Library's initiative to meet critical and creative thinking outcomes, which in turn is aligned with the University-wide campus theme to improve student success. The University Library will more easily be able to pursue these objectives with our course listed under our own prefix.

Proposal for Center for Integrated Multi-Scale Modeling (CIMM)
Forwarded for approval by Educational Policies Committee
March 8, 2011

Center for Integrated Multi-Scale Modeling (CIMM)

1. Name and Justification:

We propose to create a new Center for Integrated Multi-Scale Modeling (CIMM) within the campus-wide Institute for Sustainable Solutions (ISS) at Portland State University. CIMM will facilitate the development of the next generation of data manipulation, visualization, and participatory, integrated modeling capabilities at multiple scales, from the building scale, to ecodistricts, to city, watershed, state, region, country and global. It will provide a forum for the cooperative co-development of ideas among groups with expertise in modeling techniques, content, and participation.

2. How does the unit help Portland State University to achieve its themes/goals?

CIMM will implement “intelligent pluralism” in analysis and modeling, including collaborative statistical, spatial, dynamic, and agent-based analyses and conceptual and mathematical modeling. Synthesis requires building simplified abstract representations of complex phenomena in order to understand them. We also need to better appreciate the uncertainty inherent in our understanding of these systems. The CIMM will expand the ease of use of simulation modeling and statistical software so that they become standard, easily accessible tools of the broader community including decision-makers. We recognize that making simulation models easier to use requires involvement of stakeholders throughout the modeling process, from initial conceptualization of problems, to model assumptions and logic (agents, interactions, feedback loops, equations) to exploring scenarios for decision-making.

CIMM will link with and support several ongoing projects at PSU, including the new IGERT and ULTRA-Ex projects. In addition, the availability of high-resolution and long-term spatial and temporal data offers a timely and fruitful opportunity to immediately implement CIMM and begin testing its effectiveness for addressing pressing sustainability challenges in the Portland region and across the globe. In the coming years, the CIMM will also be important in supporting proposals to various funding agencies to demonstrate capability in integrated modeling. This will help PSU achieve its goals to significantly increase research funding.

3. What are the objectives and planned outcomes for the unit?

The proposed CIMM will engage researchers and decision-makers in transdisciplinary problem solving. It will take synthesis and integrated modeling to the next level, and will link integrated modeling directly with problem solving at multiple scales. CIMM will integrate knowledge of humans embedded in natural systems across the full range of space and time scales. It will help produce a new cohort of researchers able to synthesize creative solutions across multiple disciplinary boundaries by involving them in real-world transdisciplinary problem solving. It will link science and decision-making in new, participatory ways. CIMM will fully utilize the

emerging capabilities of the web to extend the creative synthesis process to a much broader group of participants and users than has been possible in the past. It will improve the linkages between research opportunities and curricular innovations. It will push the envelope of participatory, integrated modeling to allow it to be an effective tool in synthesis, problem-solving, and decision-making.

4. What significant activities will take place within the unit?

The proposed CIMM will be devoted to developing an integrated understanding of the dynamics of humans *in* nature (Costanza et al. 1993, Alcamo 1994, Hughes 1996, Costanza and Voinov 2003, Costanza et al. 2007). It will use methods that include:

- Participatory development and application of a suite of “next generation” integrated models that include humans as integral components in natural systems. These models need to span a broad range of spatial and temporal scales and model complexity and be linked with databases in innovative ways. This will involve extensive engagement with community partners, decision-makers, and other stakeholders outside the academy. The models will also have a web-based, interactive component allowing users to manipulate and produce results relevant to their synthesis needs. The models will also be useful as the basis for interactive gaming. Gaming platforms can aid both research about human behavior in complex decision-making situations, and the decision-making itself.
- Development of a “mediated modeling” approach, (van den Belt 2004) which involves collaborative and participatory model construction and decision-making processes, including visual articulation of scenarios and plausible impacts.
- Development of new and better ways to test model performance against data of highly variable quality and coverage, to compare models with each other, to integrate modeling paradigms, and to communicate information about model performance and uncertainty.
- Development of better ways to store, access, and assess the quality of the body of data and other information available for the calibration and/or validation of integrated human in natural system models at various levels of complexity (Costanza et al. 1992, 2007, van Asselt and Rotmans 2002). These data will include important determinants of human development that normally are excluded from formal models (e.g., governance, and values).
- Integration of modeling platforms and research expertise into curricular efforts by participating faculty members. The focus is on service learning and engaging community members in the creation, use, and refinement of models. We will emphasize problem-solving through the development of case studies that align curricular content with data collection, model integration, and stakeholder engagement.
- Better understanding the dynamics of: (1) human impacts on the rest of nature over multiple time scales; (2) the value of ecosystem services (as a key link between natural and human systems); and (3) individual human behavior in the context of complex, overlapping institutions, cultural rules and norms, social networks, and ecological systems that will span nations and regions in all stages of development.

5. Resources Allocated

These activities will be funded via external research grants. ISS will provide Miller grant seed funding for group meetings and proposal development, along with administrative support of the program and space for meetings and project work. No additional resources are needed.

6. Why is this Center needed?

The CIMM will provide a focus for existing, but disparate, modeling activities on campus and a focal point to build additional capacity for integrated, transdisciplinary modeling, gaming, and decision-making. Several units possess modeling expertise, but no existing Center or unit on campus provides the transdisciplinary integration function that CIMM will provide. ISS will provide web support, aid in writing proposals and synthesis papers, space, supplies, and limited hardware and software support. Creation of this Center will raise the profile of integrated, transdisciplinary modeling on the PSU campus and help make us a world leader in this area. Success will be measured by research funding attracted, papers published, decisions aided, and policies affected.

7. Proposed Structure

The CIMM will be an identified activity within ISS and will be administered by ISS. It will include faculty and students from a range of Colleges and Departments at PSU, and will establish links and partnerships with other researchers, Universities, NGO's, businesses and other stakeholders. An initial, partial list of PSU faculty currently working in the areas of modeling, data assembly, and participatory processes that might participate in CIMM is attached. The governance model of the CIMM will consist of a director, to be elected from among the faculty participants and formally appointed by the Director of ISS. Initially, we are thinking about three possible sub-committees: (1) data coordination and management; (2) modeling systems and integration; and (3) visualization and participatory processes. In addition, to better align CIMM objectives to the pressing needs of society, the CIMM director will appoint an external advisory committee consisting of individuals from diverse disciplinary backgrounds, from academic and practitioner communities, and from the Pacific Northwest and beyond. Participating faculty will be listed on the CIMM page of the ISS web site.

8. Who will have administrative oversight for the unit?

The CIMM will have a Director elected from and by the faculty involved. The governance structure of the Center will be determined by the faculty involved. It will be an activity within ISS and administered and supported by the ISS, whose Director reports to the Provost.

9. When would the unit be established?

The CIMM would be established as soon as it is approved. It is being thought of as a "Center of activity" and would persist only as long as that activity (integrated, multi-scale modeling) is relevant to the goals of ISS and the University. A formal university process is being developed

for regular review of Centers and CIMM will be reviewed as part of that process. In addition, the faculty involved and the ISS Director may decide to disband the Center earlier if it is no longer useful as an activity.

10. What additional resources are needed?

No additional resources are needed to establish the CIMM. ISS will provide resources from the \$25 million Miller grant it oversees for seed funding and to aid in coordination and proposal writing. The CIMM will utilize existing administrative staff and resources in ISS. If it is successful in attracting external funding, those grants will include lines to support administration of the new projects. These new grants will add to the University's goal of increasing research funding several-fold. The CIMM will utilize flexible meeting space available at ISS

Request prepared by: Dr. Robert Costanza, Director, ISS

Date: Jan. 3, 2011

Approved by immediate supervisor:_____ Date:_____

Approved by UBC Chair:_____ Date:_____

Approved by EPC Chair:_____ Date:_____

Approved by Senate Presiding Officer:_____ Date:_____

Approved by Provost:_____ Date:_____

* Signatures are required of administrators at each level above that of the immediate supervisor that approve the project prior to submission to EPC.

References

- Alcamo, J. 1994. Image2.0 Integrated Modeling of Global Climate Change. Amsterdam: Kluwer.
- Costanza, R. 2007. Assessing and Communicating Data Quality: Toward a System of Data Quality Grading. Pp 39-50 in: R. Costanza, L. Graumlich, and W. Steffen (eds.). Sustainability or Collapse? An Integrated History and future Of People on Earth. MIT Press. Cambridge, MA.
- Costanza, R., S. O. Funtowicz, and J. R. Ravetz. 1992. Assessing and communicating data quality in policy relevant research. *Environmental Management* 16:121-131
- Costanza, R., L. Wainger, C. Folke, and K-G Mäler. 1993. Modeling complex ecological economic systems: toward an evolutionary, dynamic understanding of people and nature. *BioScience* 43:545-555.
- Costanza, R. and A. Voinov (eds). 2003. Landscape Simulation Modeling: A Spatially Explicit, Dynamic Approach. Springer, New York. 330 pp
- Costanza, R., L. J. Graumlich, and W. Steffen (eds.). 2007a. Sustainability or Collapse? An Integrated History and Future of People on Earth. Dahlem Workshop Report 96. MIT Press. Cambridge, MA.
- Costanza, R. L. Graumlich, W. Steffen, C. Crumley, J. Dearing, K. Hibbard, R. Leemans, C. Redman, and D. Schimel. 2007b. Sustainability or Collapse: What Can We Learn from Integrating the History of Humans and the Rest of Nature? *Ambio* 36:522-527
- Costanza, R., R. Leemans, R. Boumans, and E. Gaddis. 2007c. Integrated global models. Pp 417-446 in: R. Costanza, L. Graumlich, and W. Steffen (eds.). Sustainability or Collapse? An Integrated History and future Of People on Earth. MIT Press. Cambridge, MA.
- Hughes, B.B. 1996. International Futures: Choices in the Creation of a New World Order. 2d ed. Boulder, CO: Westview.
- van Asselt, M.B.A., and J. Rotmans. 2002. Uncertainty in integrated assessment modeling: From positivism to pluralism. *Clim. Change* 54:75–105.
- van den Belt, M. 2004. Mediated Modeling: A System Dynamics Approach To Environmental Consensus Building. Island Press.

Partial list of PSU Faculty who might contribute to the CIMM

Name	Department	Expertise	Email
Robert Costanza	Institute for Sustainable Solutions (ISS)	Integrated modeling, landscape modeling, participatory modeling, ecological economics, ecosystem services	Robert.Costanza@pdx.edu
Robert Richardson	ISS	Ecosystem services, human behavior	rbr@pdx.edu
Ida Kubiszewski	ISS	Energy analysis, systems dynamics modeling, participatory modeling,	Ida.Kubiszewski@pdx.edu
Vivek Shandas	Urban Studies and Planning	Integrated modeling, participatory modeling, urban systems	vshandas@pdx.edu
Robert Scheller	Environmental Science and Management	Agent-based modeling and simulation (forest landscape change)	rmschell@pdx.edu
John Gliebe	Urban Studies and Planning	Discrete choice modeling (land use and transportation)	gliebej@pdx.edu
David Sailor	Mechanical Engineering	Thermodynamic modeling (thermal transfer in the built environment)	sailor@cecs.pdx.edu
Alexis Dinno	Community Health	Multi-level modeling and loop analysis	alexis.dinno@pdx.edu
William Garrick	Academic Research Computing	Online databases and interactive platforms	will@pdx.edu
Wayne Wakeland	System Science	System Dynamic Modeling	wakeland@pdx.edu
Linda George	Environmental Science and Management	Air quality and atmospheric chemistry	georgel@pdx.edu
Alan Yeakley	Environmental Science and Management	Urban Hydrology and biogeochemistry	yeakley@pdx.edu
Todd Rosensteil	Biology	Carbon Dynamics and Plant Physiology	rosensti@pdx.edu
Sarah Eppley	Biology	Plant reproduction and ecosystem dynamics	eppley@pdx.edu
Andrew Rice	Physics	Thermodynamics, atmospheric chemistry	arice@pdx.edu
Geoffrey Duh	Geography	Remote sensing and GIS	jduh@pdx.edu
Huafen Hua	Mechanical Engineering	Building energy systems	hu@cecs.pdx.edu
Barry Messer	Urban Studies and Planning	Sustainability curriculum	messerw@pdx.edu
Connie Ozawa	Urban Studies and Planning	Science and policy interactions, environmental mediation	ozawac@pdx.edu
Bowen McBeath	Social Work	Child welfare and conflict negotiation	mcbeath@pdx.edu
Kevin Kecskes	Center for Academic	Community engagement and service learning	kecskesk@pdx.edu

	Excellence		
Jeff Gerwing	Environmental Science and Management	Sustainability curriculum	jgerwing@pdx.edu
Wayne Selcome	N/A	Spatial Delphi	selcome@aol.com
Jeff Fletcher	Systems Science	Evolution of cooperation	jeff@pdx.edu
Christoff Teuscher	Electrical and computer engineering	Computation, complex adaptive systems	teuscher@pdx.edu
Melanie Mitchell	Computer Science	Complexity, evolution	mm@pdx.edu
John Reuter	Environmental Science and Management	Complex environmental problems	reuterj@pdx.edu
Radu Popa	Biology	Biogeochemistry	rpopa@pdx.edu
Peter Veerman	Mathematics + Statistics	Dynamical systems, mathematical physics	veerman@pdx.edu
Steve Bleiler	Mathematics + Statistics	Game theory, mathematical models	bleilers@pdx.edu
Aslam Khalil	Physics	Global climate models	khalilm@pdx.edu
Chris Butenhoff	Physics	Global climate models	cbuten@pdx.edu
Niles Lehman	Chemistry	Evolutionary biochemistry	niles@pdx.edu
Chris Moeers	Civil and environmental engineering	Ocean prediction science	cmoeers@pdx.edu
David Percy		Geospatial databases, Web GIS, GIS Programming	percyd@pdx.edu
Hamid Moradkhani	Civil and Environmental Engineering	Hydrologic modeling	hamidm@pdx.edu
David Jay	Civil and Environmental Engineering	Hydrologic modeling	djay@cecs.pdx.edu
Heejun Chang	Geography	Integrated Regional Assessment of Environmental Change	changh@pdx.edu>

March 18, 2011

TO: Faculty Senate

FROM: Drake Mitchell
Chair, Undergraduate Curriculum Committee

RE: Submission of **Medieval Studies Minor** for Faculty Senate

The following proposal has been approved by the Undergraduate Curriculum Committee, and is recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbwiki.com> and looking in the **2010-11 Comprehensive List of Proposals**.

PROPOSAL FOR A
Minor in Medieval Studies
College of Liberal Arts and Sciences

1. Program Description

The Minor in Medieval Studies will be an interdisciplinary program, housed and administered through the department of History, offering PSU students the opportunity to pursue in-depth class work in the field. Students will fulfill 28 credit hours of coursework in a minimum of three disciplines to achieve a richer, more nuanced understanding of medieval culture, including medieval languages, literature, art, and history. Departments contributing classes will include: Art History, English, World Languages (Greek, Latin, French, Spanish), Theater Arts, and History.

There are currently no similar historically-defined degree programs offered at PSU, but such programs are fairly common at institutions of our size. A variant of this minor is available at the University of Oregon.

Course of study

Students would be required to take a minimum of 28 credit hours from the following list, with the following considerations:

- Courses must be in at least three departments;
- At least 20 of the credit hours must be in upper level classes, and 8 of those credit hours must be at the 400-level;
- All courses to be selected from the list below; all are 4 credit hour courses;

List of approved courses for Minor in Medieval Studies

ArH 407	Art History Seminar (with History department approval)
ArH 432	Issues in Gender and Art (with History department approval)

ArH 450	Great Periods in Art (with History department approval)
ArH 456	Early Medieval Art
ArH 457	Byzantine Art
ArH 45	Romanesque Art
ArH 459	Gothic Art
ArH 461	Northern Renaissance Art
ArH 471	Italian Renaissance Art I
Eng 319	Northern European Mythology
Eng 340	Medieval Literature
Eng 426	Advanced Topics in Medieval Literature
Eng 447	Major Forces in Literature: Arthurian Literature
Eng 448	Major Figures in Literature (with History department approval)
Eng 449	Advanced Topics in Cultural Studies: Medieval Women
FL 335	The Icelandic Sagas
Fr 341	Introduction to French Literature (taught in French)
Fr 442	Medieval Works in Translation
Ger 341	Introduction to German Literature (taught in German)
Hst 350	English History from 1066 to 1660
Hst 352	European Women's History to 1700
Hst 354	Early Medieval Europe, 300-1100
Hst 355	Late Medieval Europe, 1100-1450
Hst 405	Reading Colloquium (with History department approval)
Hst 407	Seminar (with History department approval)
Hst 416	Topics in Roman History: Pagans and Christians
Hst 450	Medieval England
Hst 452	Topics in the History of European Women (with History department approval)
Hst 453	The Medieval City: Communities of Conflict and Consensus
Hst 454	Topics in Medieval History
Hst 461	Topics in Jewish History (with History department approval)
Hst 475	History of Russia: Origins to Peter the Great, 800-1700
Lat 331	Early Medieval Civilization
Phl 366	Medieval Philosophy
Span 341	Introduction to Hispanic Literature (taught in Spanish)
Span 441	Major Works in Translation (with History department approval)
TA 471	Theater History: Medieval/Renaissance Drama

Any 200-level or higher Latin or Ancient Greek language courses.

Manner in which the program will be delivered:

Most of the classes are currently offered in a traditional classroom setting on the PSU campus, although at least one (ArH 459: Gothic Art) is sometimes offered as an on-line class. The program will be housed in the History Department and will initially be co-chaired by professors Anne McClanan (Medieval Art History, Art Department) and John Ott (Medieval History, History Department), who together have served as Medieval Studies cluster supervisors for the past 10 years.

Faculty resources – *full-time, part-time, adjunct*

Core Faculty:

Crouch, Kimberly	History	Lecturer
Greco, Gina	Foreign Languages (French)	Professor
Litzenberger, Caroline	History	Associate Professor
McClanan, Anne	Art History	Professor
Olsen, Inger	World Languages (Danish)	Senior Instructor
Ostlund, DeLys	World Languages (Spanish)	Associate Professor
Ott, John	History	Associate Professor
Rose, Christine	English	Professor
Schuberth, Jennifer	Religious Studies	Assistant Professor
Thompson, David	World Languages (Latin)	Senior Instructor
Wiener, Chad	Philosophy	Assistant Professor

Academic Advising Council
Report to Faculty Senate
April 4, 2011

Committee membership:

Cindy Baccar (ARR), Mary Ann Barham (UASC), Joel Bluestone (FPA), Darrell Brown (SBA), Marcia Fischer (MCECS), Dan Fortmiller, Chair, (OSA), Victoria Gilbert (CUPA), Melissa Leonard (CLAS), Christina Luther (OIA), Alan MacCormack (UNST), Robert Mercer (CLAS), DeLys Ostlund (OGS), Hillary Paasch (ARR), Janet Putnam (SSW), Bee Jai Repp (XS), Juliette Stoering (OIRP), Paulette Watanabe (DMSS)

Charge of the Academic Advising Council:

The Academic Advising Council promotes a positive and productive advising environment for advisers and students. Members will be responsible for reviewing the current status of advising and making recommendations on best practices regarding policies and processes related to academic advising campus-wide.

2010-11 Updates:

The Academic Advising Council has spent the past year providing guidance to the campus advising community as the initial stages of implementing the university's intentional model of advising have begun.

Academic advising changes in effect starting with Fall 2010 enrollees included:

- mandatory orientation for all new students
- required academic advising for 1st year students with their intended major
- declaration of major no later than the end of the 2nd year

The Council has provided assistance and has been kept apprised of the Phase I of the hiring of 14 new advisers and their deployment to the respective schools/colleges. The Council has provided input for the professional development plan for new and existing advisers. The Council crafted the initial communication to inform students of their advising responsibilities and is providing ongoing support in the communications strategies used by the schools/colleges to inform students to seek the advising required of the model.

The Council is reviewing and presenting the budget to the Provost to finalize Phase I of the hiring plan. The Council has provided input on additional infrastructure needs including the Degree Mapping project and the purchase of software to support an interactive tool for students and advisers to use in mapping academic progress of students toward the degree.

As in years prior, the Council has provided guidance to New Student Programs in the design and scheduling of the summer orientation programming required for newly admitted students. The Council acknowledges the need to compensate faculty for their advising contributions and is developing a plan to address this need.

The Council has created two sub-committees:

One sub-committee is tasked with identifying both short- and long-term measures to assess the effectiveness of the new advising model. Drawing from pre-existing measurements such as the National Survey of Student Engagement (NSSE) and the End of Year survey conducted in Freshman Inquiry, the Council believes some early baseline data may be available this year. Further long-term measures include the next survey to be conducted spring 2012 by Janine Allen and Cathleen Smith, whose research has been instrumental in developing Portland State's advising model.

The second sub-committee is tasked with identifying the next marker(s) for required advising. Initial discussions have focused on requiring all first-year students, not just first-year freshmen, to receive advising within their first year. In addition, the sub-committee will research the workload impact of adding a second year advising requirement and/or a targeted second year requirement for those identified as at-risk in making satisfactory progress toward a degree.

The Chair wishes to thank the Council for their efforts in bringing the advising model to fruition and furthering the success of students through the collaborative process that is advising. The Chair, on behalf of the Council, also wishes to acknowledge the contributions of our friend and colleague Craig Wollner.

17 March 2011

TO: Faculty Senate

FROM: Rowanna Carpenter, Chair, Institutional Assessment Council

Members: Thomas Bielavitz (LIB); Mirela Blekic (UNST); Grant Farr (CLAS); Bill Fischer (WLL); Matt Livengood (ART); Carol Morgaine (CFS); Adam Rahmlow (ASPSU); Daniel Sullivan (SOC); Paul Van Halen (EE); Ellen West (SBA)

Ex Officio Members: Kathi Ketcheson (OIRP); Leslie McBride CAE); DeLys Ostlund (OGS); Melody Rose (OAA); Vicki Wise (OSA)

Support Staff: Arianna Stumbaugh-Young

SUBJ.: **Institutional Assessment Council** AY 2010-11 Committee Report

The matrix below represents the Provost's charge to the IAC for the 2010-11 academic year, our work to date and the work planned for Spring term. Our work this year has focused on continuing to develop and implement Campus-wide Learning Outcomes (CWLOs). Information about the CWLOs is available on the IAC website, www.iac.pdx.edu.

2010-2011 Charge	Progress to Date	Spring Term Plan
Complete the outcome statements for the three remaining campus-wide learning outcomes: creative and critical thinking, communications, and ethics and social responsibility.	Three subcommittees have refined the communication, critical and creative thinking, and ethics and social responsibility campus-wide learning outcomes (CWLOs).	
Each campus-wide learning outcome should be presented with a statement, rationale, and metrics.	Each outcome is represented by a broad definition, a rationale and specific criteria.	Develop assessment plan including metrics for the outcomes.

Develop a plan for communicating the above statements both to the campus and the wider community. The communication plan should include the update of assessment website.	<ul style="list-style-type: none"> Over the last year, the criteria developed for the learning outcomes have been presented to other groups on campus: Internationalization Council; Diversity Council; University Writing Committee; Institute for Sustainable Solutions; Capstone Council. The IAC website now includes the specific criteria developed for all of the learning outcomes, includes an FAQ page, and includes a comment function. 	<ul style="list-style-type: none"> Meet with students to get ideas about communicating the outcomes. Develop a communication plan.
Design an input/feedback loop for the departments regarding the findings on the integration of the learning outcomes into the curriculum.	<ul style="list-style-type: none"> IAC hosted a campus-wide forum on Feb. 22 featuring departmental assessment activities related to the CWULOs and discussion of departmental and student roles and responsibilities for student learning related to the CWLOs. The IAC website now includes an FAQ page, and includes a comment function. 	
Work with Vice-provost for Academic Programs and Instruction (VPAPI) to clarify roles and responsibilities around assessment on the PSU campus.	IAC chair has been meeting with VPAPI, Director of OIRP and AVP Teaching, Learning and Assessment to clarify roles.	